

HTS 3017: Sociology of Gender  
FALL 2026

**Instructor:** Kimya Loder, Ph.D.

**Course Description:** This course examines gender and sexuality not only as personal identities but also as social structures with processes that occur at the individual, interactional, and institutional levels. By framing gender and sexuality as social structures, we gain a better understanding of how they influence and are influenced by interpersonal relationships, social interactions, policymaking, and more.

**Course Learning Objectives:**

- Students will locate and interpret cutting-edge theoretical and empirical studies of gender and sexuality
- Students will examine real-world social problems and debates using key theoretical and empirical texts in the sociological study of gender and sexuality.
- Students will assess traditional constructions of gender and sexuality from a wide range of cultural perspectives (UN SDG 5)
- Students will plan, implement, and support initiatives that empower themselves and others impacted by gender and sexuality-based discrimination (UN SDG 5)
- Students will construct evidence-based arguments that demonstrate clear, informed contributions to public and scholarly debates

**Course Materials Required to be Purchased:**

All readings can be accessed on Canvas or through the Georgia Tech Library Database

**Grading Policy:** Your final grade percentage for the course will be calculated as follows (grades will not be rounded up): A – Exceptional Performance (90-100), B – Above average performance (80-89), C – Average performance (70-79), D – Below Average Performance (60-69), F – Poor Performance (0-59).

**Attendance Policy:** Attendance will be documented through the submission of in-class assignments, quizzes, and discussions. The scores for these assignments will determine students' participation and attendance grade at the end of the semester. Excused and documented absences will not affect the participation grade.

**Academic Honor/Integrity Statement:** It is expected that you and I will follow Georgia Tech's Honor Code in all matters relating to this course. You are encouraged to meet and exchange ideas with your classmates while studying and working on homework assignments, but you are individually responsible for your own work and for understanding the material. You are not permitted to copy or otherwise reference another student's assignments. In this class, you will also be required to cite all sources that you use in your submitted work, including but not limited to writing papers, creative projects, presentations, performances, exams, and research. "Sources"

include journals, papers, conversations, anything found on the internet, AI usage, etc. If the thought did not originate with you, you should properly cite it in your work. You, as students, are responsible for understanding the University's Honor Code policy. Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, disciplinary probation, suspension from the university, or dismissal from the university. If you have any questions regarding this policy, please reach out to me.

**Student Conduct Statement:** This course embraces a multiplicity of voices and perspectives. We respect people from all backgrounds and recognize the differences among ourselves, including racial and ethnic identities, religious practices, and gender expressions. It is my intent to present materials and resources that are respectful of diversity, ensure that students' learning needs are addressed both in and out of class, and welcome the diversity that students bring to class as a resource, strength, and benefit.

**Accessibility Statement:** Georgia Institute of Technology is committed to creating a learning environment that meets the needs of its diverse student body. Students who may need an academic accommodation due to the impact of a disability should contact the Office of Disability Services to inquire about services or to request a meeting with a Coordinator. Students can find more information about the Office of Disability Services, including contact information, at [disabilityservices.gatech.edu](http://disabilityservices.gatech.edu), or call ODS at 404.894.2563 or in person at Smithgall Student Services Building, 353 Ferst Drive, Suite 221.

Students who have already been approved for accommodations through the Office of Disability Services, please schedule an appointment with me at the beginning of the semester to discuss your academic accommodations. It is my goal to create a learning experience that is as accessible as possible. If you anticipate or experience any issues with the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. If accessing the classroom becomes (more) challenging due to interpersonal or systemic issues (e.g. racism, ageism, homophobia, transphobia, etc.), please know that I can and want to be a resource. Discussions about classroom accessibility, whether individual or interpersonal, will be kept in strict confidence.

### **Core IMPACTS Statement**

This is a Core IMPACTS course that is part of the Social Sciences area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content and support students' broad academic and career goals. This course will direct students toward a broad Orienting Question: How do I understand human experiences and connections? Completion of this course should enable students to meet the following Learning Outcome: Students will effectively analyze the complexity of human behavior and how historical, economic, political, social, or geographic

relationships develop, persist, or change. Course content, activities, and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

### **Required Readings**

***\*All readings can be found via CANVAS or the Georgia Tech Library Database***

- Coventry. 2000 “Making the Cut” *MS. Magazine*
- Risman and Davis. 2013. “From sex roles to gender structure.” *Current Sociology*
- West and Zimmerman. 1987. “Doing Gender” *Gender & Society*
- Messerschmidt and Messner. 2018, “Hegemonic, Nonhegemonic, and ‘New’ Masculinities.” *Gender Reckonings: New Social Research*
- Cogan et al. 2021 “Intersections of US Military Culture, Hegemonic Masculinity, and Health Care among Injured Male Service Members” *Men and Masculinities*
- de Beauvoir. 1949. “Introduction”
- Domeneghetti. 2018. “The Other Side of the Net”
- Irvine. 2003. “The Sociologist as Voyeur” *Qualitative Sociology*
- Littlejohn and Weiss. 2024. “It definitely was consensual, but...” *Sexualities*
- Lorde. 2006. “Uses of the Erotic”
- Lamont. 2018. “Navigating Campus Hookup culture” *Sociological Forum*
- McGuffey and Rich. 1999. “Playing in the Gender Transgression Zone.” *Gender & Society*
- Kane. 2006. “No Way My Boys Are Going to be Like That!” *Gender & Society*
- Ferguson. 2000. “Naughty by Nature.”
- Cech. 2013. “The Self-Expressive Edge of occupational sex segregation” *American Journal of Sociology*
- Correll. 2004. “Constraints into preferences” *American Sociological Review*
- Acker. 1990. “Hierarchies, jobs, and bodies” *Gender & Society*
- Kaplan. 2022. “Just Let it pass and It Will Fall on some Woman” *Gender & Society*
- Carian and Abromavicutie. 2023. “It’s Certainly Fair for Me.” *Men and Masculinities*
- Alfrey and Twine. 2017. “Gender-fluid geek girls” *Gender & Society*
- Crenshaw. 1991. “Mapping the Margins.” *Stanford Law Review*
- Hill Collins. 2015. “Intersectionality’s Definitional Dilemmas” *Annual Review of Sociology*
- Cervantes and Menjivar. 2020. “Legal Violence” *Journal of Health and Social Behavior*
- Thornton and Reich. 2022. “Black Mothers and Vaccine Refusal” *Gender & Society*
- Becker. 2023. “Stratified Reproduction” *Gender & Society*

- Westbrook. 2023. "The Matrix of Violence" *Gender & Society*
- Vogler and Rosales. 2023. "Classification and Coercion" *Social Problems*
- Greene. 2023. "The Insurgent Agency of Incarcerated Trans Women of Color." *Signs*
- Daniel. 2021. "The Social Movement for Reproductive Justice." *Sociology Compass*
- Brown. 2016. "#SayHerName" *Ethnic and Racial Studies*
- Sykes and Hopner. 2024. "Tradwives" *The Journal of Contemporary Ethnography*
- Carian. 2022. "No Seat at the Party" *Sociological Focus*
- Tuck "Suspending Damage" *Harvard Educational Review*
- Lorde. 1983. "The Master's Tools Will Never Dismantle the master's House"